

# Teddy Bears Day Nursery

Martinet Road, Thornaby, Stockton-on-Tees, Cleveland, TS17 0AS

<b>Inspection date</b>	14/01/2014
Previous inspection date	22/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Teaching is good as the staff are enthusiastic and involve all children in play and learning. They plan a wide range of experiences and challenging activities based on careful assessment of children's individual learning needs.
- A well-established staff team and key person system mean children form warm and caring relationships with staff. As a result, children feel safe and secure and develop strong emotional attachments with staff.
- The provider ensures all staff are fully aware of their responsibility to safeguard children. They plan regular staff training on safeguarding issues, behaviour management and first aid to support staff to fulfil their responsibilities consistently.
- Partnership with local services are strong. This helps the provider evaluate their service and plan for further improvements, and supports all staff and children to reach their full potential.

### It is not yet outstanding because

- The organisation of space within the older area lessens the very good opportunities for children to further develop their improving concentration skills when listening to stories.
- Staff's skills in asking open-ended questions are variable. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and took account of the views of parents spoken to on the day.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

Teddy Bears Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Thornaby area of Stockton-On-Tees and is managed by a partnership. The nursery serves the local area and is accessible to all children. There are two enclosed areas available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above and three hold higher level qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 73 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- review the organisation of activities to allow older children the opportunity to further develop their concentration skills, especially when they sit and listen to stories
- enhance and develop all staff's understanding of consistent and effective open-ended questioning, so children learn to think more creatively and critically.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Space within the nursery is suitable, large and well organised to allow children freedom to play and move. Children play with great enthusiasm and confidence as staff plan a rich and stimulating play and learning environment. Staff are enthusiastic and share their own enjoyment of learning with children. This motivates and engages children in play. Staff use a range of effective teaching techniques as they talk, question and show children how to use and play with resources in different ways. However, not all staff are confident using open questioning techniques to encourage children to think critically. The key person system ensures each child's learning needs are effectively planned for. The written plans are concise and easily available for staff to refer to. They are particularly useful for cover staff to help ensure all staff know how to make the most of each child's play and learning opportunities. Staff regularly assess and monitor children's learning progress to help identify any gaps where they may need support. They complete comprehensive learning journals which are regularly updated and shared with parents, including when they initially

start and at regular intervals as they continue in nursery. This keeps parents fully informed and helps involve them in their children's learning. As a result, all children are making good progress given their individual starting points. Children are very well supervised throughout all areas of the setting and at all times of the day.

Staff plan to introduce new words to children to develop their vocabulary and understanding of words. For instance, they use words such as 'huge' and 'strong' as children re-tell the story of an elephant. However, the organisation of story time for pre-school children does not allow them to fully listen without distractions, which does not promote their concentration as effectively as possible. Staff talk clearly to younger children using short sentences or phrases appropriate for their understanding and development. For example, babies are encouraged to babble and make simple sounds when singing action rhymes. They are aware of good practice guidance to further promote children's speaking and language skills. Staff talk clearly to children and listen carefully to them when they share their comments. Older children have confidence talking and singing in small group activities, and younger children delight in hearing rhymes they love to move to. From the youngest ages children show great interest in looking at books and pictures as staff encourage them by reading their favourite stories to them.

Children see clear labels and numbers as they play. Staff ask for children's help in counting plates at mealtimes. They use good quality, well-presented toys and games, such as different coloured blocks and matching games. Younger children experiment with measure and volume as they happily use different sized jugs in water play. They are competent and motivated to use toys with technology, such as when they operate the compact disc player and happily change the discs. They love to listen and move to different music. Parents are well informed about planned activities for children. Staff are alert to real opportunities to involve parents in learning as they fully understand the benefits of working in partnership with parents to promote children's development. For instance, as staff notice a child's interest in building a house for an elephant character, they provide bricks and discuss this with parents, who are able to extend this learning at home. This project results in shared thinking as they follow instructions to make it together. As a result, children are developing a wide range of necessary skills to support their next stage of learning.

### **The contribution of the early years provision to the well-being of children**

Children's relationships are managed well in the nursery with an effective key person system and good partnerships with parents. Planned time for older and younger children to mix means that children play well together. For instance, as an older child is deeply engrossed in their own play with dough, they are joined by younger children. The children talk together and soon an imaginative game of making a pretend birthday cake with candles develops. The good relationships between children enhance their learning opportunities. This results in children developing good social skills and emotional awareness in readiness for starting in school or mixing with other groups of children.

Staff manage children's behaviour well. They have high and realistic expectations of older children and are vigilant and consistent in helping younger children to behave

appropriately. Hygiene practices throughout the nursery are of a high standard and children develop a sound understanding of good hygiene practices. For instance, after an older child sneezes they automatically go to the bin to dispose of their tissue and wipe their hands before joining in play. Younger children cooperate in wiping their hands and face. Staff are sensitive as they give time for children to practise their developing personal care skills, and therefore hygiene within the setting is promoted very well. There are good routines and procedures in place for nappy changing. Children show a good understanding of keeping themselves safe and healthy as they play. For instance, younger children independently choose to relax on the cushions when tired; they take time to get comfortable and cover themselves with a cosy blanket. They rest a little while before being enticed by the wide range of toys they can easily access and choose from.

Children are highly motivated to develop their physical skills. They enjoy the fresh air and display great autonomy as they get their coats from their hooks before trying to put them on. Older children manage well. Younger children show persistence as they try and make good use of the caring relationships with staff as they look to them for help. This demonstrates children have a good sense of belonging and feel safe in the nursery.

### **The effectiveness of the leadership and management of the early years provision**

Following a visit, Ofsted issued a notice to improve which related to safeguarding and risk assessments. The manager and staff have a secure understanding of safeguarding issues. The nursery has a range of safeguarding policies and procedures to help ensure that children are appropriately protected. Staff are supported by a lead officer, who regularly updates their knowledge. All staff have training on safeguarding issues and have easy access to the nursery's safeguarding policies and procedures as these are prominently displayed in the staff room for easy reference. Robust recruitment procedures are in place. Clear records are held to demonstrate staff suitability; these include clear and comprehensive details of the checks undertaken and include a copy of all staff qualifications. Staff are deployed well and staffing ratios are adhered to at all times, which ensures that children are well supervised. Detailed risk assessments are completed for all areas for the nursery, including action to be taken for anyone visiting the setting who is not currently checked, fire safety procedures, evacuation drills and clear procedures and risk assessments for outings. Therefore, children's safety and well-being are now fully assured.

Annual appraisals and supervision meetings are used to help monitor the continued suitability of staff and help identify ongoing training needs. As a result, staff are enthusiastic, eager to attend further training and skilled in effectively supporting children to make good progress in their learning and development. The manager ensures the quality of teaching and learning is regularly monitored. She regularly meets with the provider to discuss the progress of the nursery. The manager has a detailed programme of staff appraisals and supervision. This gives her an accurate picture of staff performance and helps her to target support for staff, to continuously improve staff performance. New ways to enhance monitoring of staff performance are regularly introduced. For instance, the manager has dedicated time to examine the quality of staff observations and

assessment of children's learning.

The manager has well-established relationships with the local authority to help evaluate and support staff professional development. They make regular use of training and professional support services to help drive further improvements. The manager's commitment to work in partnership is extended to local schools, other providers and professionals, such as speech and language services, to help ensure all children are fully supported in reaching their full potential. The manager values partnerships with parents and regularly reviews and revises the ways parents are encouraged to be involved in the nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY287166
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	949656
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	56
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Teddy Bears Nursery Partnership
<b>Date of previous inspection</b>	22/10/2013
<b>Telephone number</b>	01642 761333

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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